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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Dahlia Specialists

WE VISITED the most famous garden of dahlias in America in California, that is, it is said to be the largest, and we were so impressed with its vastness at the height of the dahlia season that we are not inclined to question the claim.

Why do we write of dahlias? Because it was claimed that there are four thousand varieties of dahlias in California, and we can readily believe that we saw all the varieties ranging from one inch in diameter to two feet in circumference, and of as many shapes as sizes.

Why write of this? Because we think that the schools must inspire children to learn to learn the infinite variety of new things being created, discovered, developed and invented.

The habit some of us have of wanting every child to know nothing that the teacher did not learn when she learned what to teach in the distant past would have made a poor showing at a dahlia exhibit. We just sat down and laughed as we wondered what the I. Q. of a psychological specialist would be in an Intelligence test on Gustave Donzen, Mephistopheles, Sepoietto, Tryphinnie, Nibelungen-Lied, the characteristics of which I heard men and women at the dahlia exhibition discuss as fluently as psychological specialists discuss their pet terms. It was a great experience to hear these dahlia specialists discuss the high spots in size, shape, and color of these dahlias.

The Pointer

HIGH School students lead the world every year in brilliant ingenuity. The Point Loma Junior-Senior High School, San Diego, Pete W. Ross, principal, broke the speed limit when in the first year of its functioning the students issued a high-school paper under the name of The Point-er, a twelve-page magazine which was edited and printed entirely by the students. It was dedicated to the principal, who had made a famous success of a six-year high school in section of San Diego that is in its infancy.

High School Salesmanship

THE New Bedford High School students were the salesmen and women of the Star Store on a recent Saturday. They took entire charge of the sales counters, and kept the stock in fine presentable condition through the day and evening, receiving four hundred dollars for the High School Athletic Association. There were seventy-five salesmen and seventy-five others on the floor in various capacities. The New Bedford Standard had an elaborate account of the success of the day, as did other papers. It was an event in the business life of the city as well as of the High School.

All-the-Year School

IT IS clearly demonstrated by the Farrand-O'Shea Study of the All-the-Year Schools of Newark, New Jersey, that there are decided advantages in that type of school for the type of student that needs that type of school, and they are the majority in a city like Newark.

And the All-the-Year School is also of advantage to students who do not especially need it.

The reasons why boys and girls who by inheritance and early education can profit by literary, mathematical and linguistic studies as well as those who will not naturally profit by them are not apparent, but that both classes will profit by an All-the-Year is entirely clear from this study.

All in all this study by President Livingston Farrand of Cornell University and Professor M. V. O'Shea of the University of Wisconsin is one of the safest and sanest in the results announced that has been conducted by any group of persons in this super-study age.

It requires little wit or wisdom for a child to learn all that the teacher knows, but it is high art to learn how to learn what no one knows.

Education Research Fund

THE title of one of the highly important educational propositions of the day is appalling to those who do not realize what it signifies.

There is need of genuinely scientific research in education; something that has no taint of propaganda, such as tends to scandalize some of the pretentious researching, which, as Glenn Frank says heroically, is worth no more than sawdust.

Johns Hopkins University was the pioneer of promise half a century ago when President Gilman in his inaugural address said that arrangements should be "made for the unfolding of the philosophy, principles, and methods of education in a way which will be of service to those who mean to devote their lives to the highest departments of instruction."

The fiftieth anniversary of the founding of Johns Hopkins University is an appropriate opportunity for attempting to materialize the vision of President Gilman.

It is as appropriate to honor Dr. Edward Franklin Buchner in his lifetime as to memorialize the vista of President Gilman's vision, for no one has developed a more scientific tendency in educational research than has Dr. Buchner.

A national committee of twenty-seven, with Dr. John W. Abercrombie of Alabama as chairman, proposes to raise through "The Johns Hopkins Half-Century Fund," fifty thousand dollars for the "Edward Franklin Buchner Research Fund in Education."

While the appeal is primarily to the alumni and special friends of the University and residents of Baltimore and Maryland, the expectation is that other personal friends of Dr. Buchner, and of scientific research, will have some part in this noble enterprise.

Remarkable Accuracy

THE incorrect placing of a cipher in bookkeeping may mean the loss of thousands of dollars. Inaccurate calculations of an architect may mean the ruin of a gigantic structure. The business world, the industrial world, demands accuracy. Unless stenographic notes are accurate, they are useless.

That shorthand can be written accurately and rapidly was again demonstrated by Martin J. Dupraw, who won permanent possession of the Toledo Bar Association Loving Cup, displaying remarkable accuracy in the recent shorthand contest, held under the auspices of the Ohio State Shorthand Reporters' Association in Toledo. Two perfect papers was the record established by young Dupraw, a graduate of the High School of Commerce, New York, where he learned Gregg Shorthand. His nearest competitor made a total of twenty-one errors.

The dictations were of three kinds—175 literary matter, on which Mr. Dupraw made no errors; 200 jury charge, which again this young man turned in with no errors; and 240 words a minute testimony, on which he made but one error.

W. A. J. Warnement, a resident reporter of Ohio, was presented with the Association's award for the local contestant who made the best record. Mr. Dupraw was not eligible for this award.

Educational Arizona

By A. E. WINSHIP

ARIZONA is one of the least known and one of the most interesting states in the Union. No one whose knowledge is confined to recent years can have any conception of what it has meant to create the Arizona today from the Arizona of forty-four years ago as I first saw it, before it was even a territory.

I have the advantage of any non-resident of the state, of whom I know, for I have been there almost every year since my first visit in 1882. Naturally my interest has always been primarily educational, though that is never my only interest. I am always most interested in contrasts, and in Arizona the contrast between the State Normal School—now the State Teachers College—at Tempe and the State University at Tucson is one of the most fascinating in the United States.

Dr. A. J. Matthews of Tempe has had a peaceful reign for more than a quarter of a century. He is literally the only man in any public position in the state who has had a peaceful time. The state superintendent, C. O. Case, is made on a peaceful plan and has ability. He would be justified in saying that the better the service the greater the danger. Governor Hunt has had exceptional luck politically, but it has not resulted from a reign of peace.

The other State Normal School is at Flagstaff. Peace should have kept pace with prosperity here because it is the only public institution in the North, which is a thrifty section of the state, but only one president has had uniform placidity, and nothing can be predicted of the peace in his time, for he left for the State University after a brief stay. Really no one can blame any one for the multitude of changes in Flagstaff, for it has simply kept the pace of the state in everything everywhere except the State Normal School at Tempe, which makes the reign of Dr. Matthews all the more remarkable.

The State University at Tucson has suffered most from the restlessness of the state. We have known intimately four of the presidents, and none have been personally harmed by any irritation there. Dr. Wilde is immensely successful in Boston University, the largest university in New England. Dr. Babcock is dean of the State University of Illinois, one of the greatest State Universities of America, and Dr. Klein Smid had his choice of four great universities when he decided to leave, and he is having famous success as president of the University of Southern California. While Dr. Cloyd H. Marvin can hardly be said to have had a wholly peaceful reign in the four years he has been there, he has given the university greater prosperity than it enjoyed in all of its past, and it has a nobler record of scholastic and professional advance than any other educational institution in America has had in the same time, we think. Such hectic progress never cultivates peace, but Dr. Marvin has been unanimously re-elected with the greatest unanimity of the press of the state, of Chambers of Commerce, and other business and professional organizations we have ever known. In Dr. Matthews' case the extent of peace is fabulous, while in Dr. Marvin's case the peace of scholastic progress and the educational devotion of business and professional people far and near has been phenomenal.

Naturally, we have been asked times out of number: "How do you account for the Arizona restlessness?" The answer is easy. The two railroad systems, among the largest in the world, have a mileage out of all proportion to the population and local business. The copper mining interest is greater, present and prospective, than in any other state. Agriculture is only beginning to be an important industry. Practically the prosperity has depended directly and indirectly upon the mines while the railroads receive comparatively little business in the state although they carry vast freight and innumerable passengers a very long distance through the state.

The agricultural success of Arizona depends entirely upon irrigation and irrigation is always irrelation, especially in a state whose water has come from a great river to which its claim is less, theoretically, than that of other states while its dependence upon it is greater. No matter how restless Arizonians have been at times there has never been a time in the forty-four years that we have known it that we have not had a thrill of pride at their achievements.

In accounting for the really fabulous achievement of the State University of late we cannot resist the temptation to quote from a letter of Dr. Ernest C. Moore of Los Angeles, director of the Southern Branch of the State University of California, one of the recognized great educational leaders who has been superintendent of schools of Los Angeles, and on the faculties of the State University of California, of Yale University, and of Harvard University, a record not paralleled by any other American school man. Dr. Moore says: "Dr. Marvin is a man of outstanding energy, a sort of twelve-cylinder individual, straight, square, honest, capable, thoroughly good, and an idealist through and through."

Belding's Page

RUINING THE CHILD'S APPETITE

EARLY in the school year a teacher in the beginners' grade noted one little boy who insisted upon eating the wooden pegs he was to use in counting. Also he would chew the printed cards from which he was to learn his letters.

Here was a hunger for knowledge such as one rarely finds.

If students would only devour their lessons—figuratively—what a burden would be lifted from the shoulders of teachers!

But nowadays we are supposed to make everything interesting to the child or youth. If he doesn't enjoy his study it is our fault.

The mistake comes in overdoing the sugar coating with which some parts of the work can be treated. Then when the boy or the girl comes to the part that cannot be sugar coated at all, but must be taken for what it is, the dose won't go down.

Suppose, on the other hand, instead of making the subject too delightful, we teach the joy of conquering a difficult lesson—shall we not train the child better for the actual experiences of a life which does not come in the guise of confectionery at all?

HEALTH OFFICERS SHOULD FUNCTION

MEDICAL inspection and nursing service in the schools are so modern a feature that the public is apt to think all is accomplished when the employment of nurse and doctor has been authorized. In some districts these functionaries don't earn their salt. If Johnny's mother sends him to school with a request that his physical condition be looked into, something more definite than a suggestion that he be sent to his own physician should be forthcoming. Also nurses and doctors assigned to school duties should be available at definite hours and in definite places.

A TEACHER IN UNIFORM

POLICEMEN also are educators, as every motorist knows. And some policemen take their pedagogic prerogatives quite seriously. Among the master teachers in blue must be named Police Chief Harry Beatty of Interlaken, N.J., who recently compelled a jauntily dressed young man who had been scattering newspapers from his car to go back along the road and pick them up. The road was muddy and the young man had on white flannels and white sport shoes. At least they were white when he started. The police officer gave him his choice between removing the litter and receiving a summons into court.

Now any policeman who can teach so wholesome a lesson as that deserves a diploma, or even a prize of value. The duty of not leaving loose ends for other people to pick up—not creating conditions which the community has to pay for—is about as fundamental as anything in the code of citizenship. It is worth spending time in the home and in the school to teach that elementary virtue.

THE DULL MAY SHINE

FAITH in human educability is all-important for the teacher. We too easily give up hope of penetrating the thick skull, and turn our chief attention to the minds most readily reached. Sometimes the slow brain wakes up. Happy are we if we have had a part in stirring it to action. That seemingly stupid boy or girl may have undreamt capacities for thought and service.

EDUCATION SPOILS NO ONE

IF ANYONE was ever spoiled by too much education, it wasn't the right sort of education, or else it wasn't the right kind of person. The late Dr. Eliot used to say he never knew anybody to be injured—physically—by over-study. He was a good example of one who throve to a ripe old age on mental exertion coupled with sane, simple living. Nor did he lose his intellectual balance from over-emphasis upon this or that particular study.

There is no such thing as self-education. One may strive to select what one shall learn; may peruse books and undergo mental gymnastics. But all the time, one is merely sitting at the feet of that supreme instructor, life.

As for formal teaching schools and colleges can but impart, in concentrated form, some of the lessons life has taught to its apt disciples.

The most value to be gained from any human teacher is an opening of the eyes to perceive life's lessons in time to apply them to one's own living.

Anson W. Belding

Associate Editor.

The Life History of a New Idea

By P. W. HORN
Lubbock, Texas

THE study of biology is very largely a study of life histories. Even a man who is not formally a biologist knows that there are such things as cycles of life. The tadpole and the frog; the caterpillar and the butterfly; Shakespeare's "Seven Ages of Man." These and many other illustrations are familiar to most of us.

Sometimes, however, we fail to understand that ideas, like other living things, likewise have their life histories. We read the myth of Minerva springing full-grown from the head of Jupiter, but such things happen commonly only in myths. Ideas are rarely, if ever, born full-grown.

Even the present generation can recall certain new things that have come into the world. The automobile and the radio are two of the most striking illustrations. The average one of us of middle age can remember perfectly well the time when there were no automobiles and no radios. Some of us just a little older can remember the advent of the telephone.

In the educational world, we have today such things as intelligence tests, the measurement of achievements along various lines, vocational guidance, junior high schools. Not one of these things was known as such to the school people of a generation ago.

In view of these facts it may be worth while to point out that every new idea that comes into the world has, like every living physical organism, a cycle of life. This life history of ideas may ordinarily be outlined about as follows:—

(1) The original germ of the idea.
(2) The process of development.
(3) The perfecting of the idea.
(4) The adaptation.
(5) The commercialization or general use.
(6) The period of decay or obsolescence.

The original germ of the idea is usually found in the laboratory. The bespectacled professor is usually the man who finds it. What he finds is usually in an exceedingly crude form.

Take radio for instance. It originated in the laboratories of such men as Marconi and Tesla. The first knowledge the public had of radio was when men of this type put up two poles a mile apart, with no wire connecting them. Wonder of wonders, it was possible when a click representing one dot or e in the Morse code was made at one pole, for this to be heard a mile away at the other without any wire conducting it. However, it was a far cry from this elemental wonder in the laboratory of an Italian professor to the little instrument which is found in so many American homes today, whereby it is possible to hear people talking in Los Angeles, New York, and practically all over the world.

A long time elapsed after the germ of the idea was developed in the laboratory before the instrument reached your home and mine. During this time hundreds of men were working on radio, developing, perfecting and adapting it. One man alone discovered the germ, but literally hundreds had a part in bringing it to the stage of real usability.

Then, still later, came the men who made radio a commercial success. It was from these that you and I bought our instruments. Quite frequently the men who make an idea a commercial success had little or nothing to do with the original idea or even with the development of it. Take Henry Ford for instance. He has undoubtedly had more to do with making the automobile a commercial success than any other one man; yet it is said that he has had very little to do in the way of making improvements upon the automobile. His greatest work has been to pass judgment upon the value of the improvements made by the other man, and then to render these improvements accessible to the public.

The same life cycle holds fairly well with reference to new ideas in the world of education. The germ of such an idea is usually discovered in the research laboratory of the university or the college of education. The man who discovers it is frequently an impractical and visionary individual. He has very little specific idea as to its application in the actual classroom. Sometimes he is a man who would be utterly at sea in the elementary schoolroom. Even at that, he is no more remote from the actual schoolroom than Marconi was from the radio set which you have at your home today.

After one man has found this faint germ of new idea in education, literally thousands of us may work upon it to make it more adaptable and usable in actual practice. The classroom teacher, instead of thinking with a sneer of the impractical research man in the university laboratory, should set herself resolutely to work to make improvements upon his scheme, such as will make it of actual use in the classroom. Hundreds of us may have a hand in this work.

There are two ways in which the classroom teacher may take a wrong attitude toward the

new educational idea. One is by closing her mind against the new idea; the other is by welcoming it over-enthusiastically and undertaking to use it before it is actually ready for real use.

What, for instance, ought today to be the attitude of the good teacher or superintendent toward the use of the intelligence test as a factor in school administration? Certainly not that of rejecting it because it is a new idea; certainly not that of accepting it as a perfected plan and undertaking to base our whole system of school administration upon its use.

If your attention has been called to certain absurdities arising from the improper use of the system of intelligence tests, think for a moment about the automobiles that we had only a decade or so ago. The automobile then was a crude, clumsy affair compared to the automobile of today.

The idea of intelligence tests as an element in school administration is today in about the same state of development that the automobile was a decade or so back. So also as to the entire system for measuring the results of the educational process. It is no more reasonable to expect an educational idea to be born fully grown than it is to expect an automobile or a radio to be devised as a perfected instrument.

The same thing is true of the general idea of vocational guidance. There is a wide difference between recognizing the value of the germ idea and accepting any particular system of such guidance as a perfected system.

The junior high school today is a movement rather than an institution. This is exactly as it should be. After a time it will become an institution. It should be the purpose of every teacher who is in any manner in touch with the junior high school idea to help to develop it into a definite usable system.

In the early days of the automobile you and I did not buy them, but on the other hand we did not sneer at them. We waited until other people had helped develop and perfect the idea and had put it on the market. In the case of new ideas in education, you and I as teachers have a still further duty. It is our duty to help develop these ideas. Let us take hold of the intelligence test, of other systems of measurement in education, of vocational guidance, and of other comparatively new ideas in education. Instead of waiting for other people to bring these to perfection, let us also have a hand in the work.

Then finally, in the case of new ideas as in the case of physical organisms, comes a period of decline and decay and ultimate death. Transportation of passengers by railroads has been a wonderful factor in the history of the world. There are already indications that the automobile in the case of short hauls and the aeroplane in the case of long hauls are beginning to cut in on the usefulness of the railroad as a means of passenger transportation. Even the horse-drawn street car was a great thing in its day, but its day has largely passed. New ideas come into the educational world, serve their purpose and pass away. Let us beware of holding on to them after their usefulness has passed.

What should be the attitude of the good classroom teacher toward the new idea in education? Note its advent with interest and attention; help develop it, and bring it to perfection; try it out; when it reaches the stage of usability, use it in our classrooms. Do not expect it to be in perfected form at first. When it has served its purpose of usefulness, allow it to pass into discard.

"Prove all things. Hold fast to that which is good."

Living

By EDGAR GUEST

The miser thinks he's living when he's hoarding up his gold,
The soldier calls it living when he's doing something bold,
The sailor thinks he's living when he's tossing on the sea
And upon this very subject no two men of us agree.
But I hold to the opinion as I walk my way along,
That living's made of laughter and good fellowship and song.

I wouldn't call it living to be always hoarding gold,
To bank all my present gladness for the days when I am old.
I wouldn't call it living to spend all my strength for fame
And forego any pleasures that to-day are mine to claim;
I wouldn't for the splendor of the world set out to roam
And forsake my laughing children and the peace I know at home.

Oh! the thing that I call living isn't gold or fame at all,
It's fellowship and sunshine and it's roses by the wall;
It's evenings filled with music and a hearth-fire that's ablaze
And the joys that come to mortals in a thousand different ways;
It is laughter and contentment and the seeking for a goal,
It is everything that's needful in the building of a soul.

—Albany Journal.

New Type of College Needed

By ERNEST W. BUTTERFIELD

New Hampshire Commissioner of Education

THERE is need for a college of a new type, a college where teaching will not be considered an accessory, but where it will take precedence over sports, building programs and restricted scholarships; a college whose first aim and objective is the teaching of students.

A new type of college student would be needed. The institution should have such secure and legitimate support that the president would not devote his time to personal or scholastic publicity, or to the annual financial harvest from struggling alumni and from plutocrats who by endowments would purchase indulgences.

The president should be a trained educator, competent to direct teaching and to measure its results. His chief associate should not be a dean of office records nor an athletic coach, but a supervisor of college instruction. This supervisor should determine that the content of the several courses presented was teachable and that the professors and instructors were learned in the science and skilled in the art of teaching. He should preserve the balance between different subjects with professors of varying aggressiveness. He should see, moreover, that the scholastic ranks and records of students correspond with their college work and are not affected by individual standards of professors.

The president's chief task would be to search out, to select and to encourage teachers who can teach and who will teach. His search would not be, as now, for research workers, for scholars of wide fame and for those who have won many acquisition degrees by their much learning, but for men who can teach; men of sound scholarship, men who love boys and girls, men of human sympathies and correct life, of wide interests and gentle manners, but, above all, men who can teach.

Trained supervision has in a generation increased the value of all elementary schools many fold. It is now vitalizing all high schools, except those where the college ideal of insulated scholarship and divergent heads of independent departments prevent progress. As yet the experiment has not been tried in the college field, and a teaching college would be a new and valuable type.

"I am a teacher·· my voice gets squeaky and my throat sore"—

HERE'S how a Mississippi teacher solved a personal problem:—

"After teaching 25 years, my throat at times squeaked like an unoiled machine, and I am prone to frequent, vexatious colds, aggravated by catarrh and chalk dust. My nose and throat often 'clog' unpleasantly. But all I need to do is to put a Luden's in my mouth, and tones return to normalcy. Luden's comfort my throat." (*Original letter on file*)

The exclusive menthol blend in Luden's Cough Drops will help you, too. In the yellow package—5c—everywhere.

LUDEN'S

MENTHOL COUGH DROPS

Be a Man

By W. DAYTON WEDGEFORTH

It's a mighty good thing, while you're running life's race
Just to pause, as you go, and come face to face
With your conscience, and ask it a question or two.
For it's right you should know what your life means to you.

Have you done things worth while, have you drifted along,
Have you filled it with sighs, have you filled it with song,
Have you helped when you should, have you tried to do right,
Have you struggled for good, or just fought for might?

Have you given your hand to some fellow in need,
Have you sneered at the man who was not of your creed,
Have you been open-hearted and ready to do,
Have you tried to be just, have you tried to be true?

Oh, it's easy to preach and it's easy to tell
Of the other chap's faults—but our own faults, ah, well!
We are cowards at times, and the truth, you will find,
Is a thing we dislike, for it's rather unkind.

But the Past, let it rest. Give a thought of Today.
And Tomorrow, as well, for the Time's growing gray;
Do the things that you should, do the best that you can,
Crown your life with your deeds—be a red-blooded man!

—Exchange.

Pupil Should Recognize Thought Units

By ELDA L. MERTON

Assistant Supt. of Schools, Waukesha, Wisconsin

IN BOTH oral and silent reading a common practice of teachers is the breaking up of the long story into shorter units for intensive study. A knowledge of modern reading methods has eliminated much of the faulty practice of dividing the story into "page units." While most teachers now recognize that comprehension in reading requires that the story be broken up into incidents or thought units, there is an occasional teacher who still asks pupils to "read the next page," orally or silently, even when dividing the selection in this manner breaks up in an unnatural way its incidents.

Another faulty practice is the indiscriminate assigning of "the next paragraph." An examination of any story will reveal the fact that neither the page nor the paragraph will assure a natural division of the incidents of the story. A thought unit may be one paragraph or a number of paragraphs in length, the only determining factor being the incident itself.

THOUGHT UNITS ILLUSTRATED

A VALENTINE PARTY *

"Who was Saint Valentine, mother?" asked Mary Louise.

"Saint Valentine," replied her mother, "was a good man who lived many years ago in a little village in Italy. He was very fond of little children, and tried in all sorts of ways to please them and make them happy."

"Oh, what did he do?" was the eager question.

"For one thing," began mother, "he told them stories; oh, such wonderful stories! If the good man could gather a group of children about him, he was happy, and they were happy. No matter how many times a story might be told, Saint Valentine had a way of making it seem new and interesting.

"In winter, when children could not play outdoors, the kind old story-teller did not forget his little friends. At such times he used to send them cards on which he would write some quaint verse or draw a funny picture.

"At first, the children didn't know who had sent the cards, for no name was signed. However, they guessed pretty closely, and at last Saint Valentine owned up to it.

"Year by year Saint Valentine kept on making the children happy with his cards and verses. Then the children asked if he would not teach them how to draw pictures and write verses. Of course, the good man agreed. It would be so much fun.

"So the mothers planned a party and invited Saint Valentine to come. He came, and made merry with the children all afternoon, Such queer pictures as he made, and such funny verses as he wrote, the children had never seen before. Then he helped each child draw a little picture and under it he wrote a verse, to the great delight of all the company. When the party broke up, the children took their cards with them."

"Were they Valentines, mother?" asked Mary Louise.

"I suppose those were the first Valentines ever made and that was the first Valentine party," answered her mother.

"Oh, how interesting!" exclaimed Mary Louise. "Could I have a Valentine party, mother, just like that first one?"

"You may, if you like," came the willing reply. "I will be Saint Valentine, and we will have a party in his honor on February fourteenth."

—A Valentine Legend.

* Lincoln Third Reader, p. 151.

STEP I.

The Teacher's Preparation: Read the selection, determining the main incidents of the story and naming them. Each title should indicate the main idea or incident of the thought unit.

Note: A number of the teachers' manuals accompanying reading textbooks have taken this step for the teacher and indicate both the names and limits of the thought units of the selections in the books they accompany.

The Class Exercise: After the usual introduction of the new story begin in this manner: "The first part of our story tells about . . . . (naming your first title). Read silently until you find where this part of the story ends. When you have found this place point to it when I come to check your reading."

Walk about and check on the reading of the pupils. Those who are not pointing to the correct line may be helped by skilful questioning. If you desire to bring in oral reading with an audience situation you may do so by asking a child to read to the class the part of the story he has selected for the thought unit you have named. The other pupils in the class listen and give their reasons for agreeing or disagreeing with him.

Each thought unit in the story in turn will be treated in this manner, the teacher naming the thought unit or incident, and the pupils

reading silently and showing the teacher where the unit begins and ends in the story.

STEP II.

The Teacher's Preparation: Read the selection, determining the main incidents and indicating the limits of each unit in your book.

The Class Exercise: Showing the page of your book and pointing to the last line to be read, say to the class: "The first part of our story ends here. Read silently this part of the story, and give me a name for this thought unit."

The pupil will determine the main thought or incident. Each unit in turn will be treated in this manner, the teacher pointing to the limits of the thought units, the pupils reading silently and giving a title which will indicate the main thought or incident. Titles may be given orally or pupils may be asked to write a title before any are given orally. The latter procedure is a more complete check on each pupil's thinking. Through class discussion the best title should be selected for each unit.

Titles at first will be poor, pertaining to minor details rather than to the main incident of the thought unit. Practice and tactful questioning are required to develop the ability to generalize sufficiently to determine and properly name separate incidents in a reading selection. There cannot be too much practice provided for Step II, since the development of the ability to determine the main thought of one or a number of paragraphs calls for thinking on a high level, and practice must be constant and intensive throughout the intermediate grades.

STEP III.

Teacher's Preparation: Read the selection and determine the main incidents of the story, noting the limits of each and selecting appropriate titles.

The Seat Assignment: "Read your new story for today. Pick out the thought units in the story and write titles for them."

The Class Exercise:—

1. Call on a pupil to give the title he has written and to read orally to the group a thought unit he has selected. Follow with class discussion and criticism. Call on various pupils for their titles and divisions of the story, bringing out corrections or approval through class discussions.

2. A pupil may give his title, the class locating the limits of the thought unit by reading silently.

3. A pupil may read or show the limits of a thought unit he has selected, the class giving the incident a title.

As part of an organized reading program Step I is a procedure recommended for Grades One and Two, Step II for Grades Three, Four, and Five, and Step III for Grades Six, Seven, and Eight. However, pupils who have not had the training provided in Steps I and II need these preparatory steps before attempting to meet the requirements in Step III.

Introduced gradually, step by step, the ability to divide a selection into its essential thought units becomes an acquired reading skill greatly needed by the child in all phases of study.

In the textbook from which this story was taken the story covered three pages. In no case did the page unit and the thought unit coincide. A reading of the story will show that the paragraph in this case is not the natural division. The following thought units occur in this story:—

1. Who Saint Valentine was. (Paragraphs 1, 2.)

2. What Saint Valentine Did for Children. (Paragraphs 3, 4, 5, 6, 7.)

3. The First Valentine Party. (Paragraphs 8, 9, 10.)

4. Planning Mary Louise's Valentine Party. (Paragraphs 11, 12.)

Our task then, as teachers of reading, is to train children to recognize these thought units in the selections they read. This is one of the most difficult reading skills to develop.

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Instrumental Music in the Public Schools

By HELEN N. O'CONNOR
Director of Orchestras, Revere, Massachusetts

SINCE its introduction into the public schools almost fifty years ago, music has gained recognition and a position of prominence in the field of general education. In fact, because of its cultural and esthetic values, its potency to socialize and to discipline, its latent possibilities in developing leaders, and above all, because of the part it plays in bringing about an immeasurable increase in human happiness, music has come to be more and more commonly regarded as an indispensable subject by educational administrators, and to be accorded a larger place in the curriculum. In an address before a Home and School Association in Revere Dr. Payson Smith said:—

> "I should rather have Arithmetic taken out of the public schools than to have Music taken out."

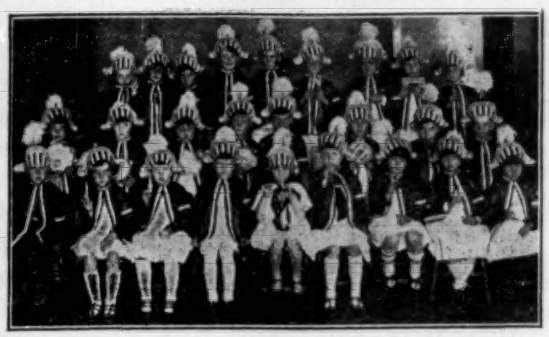
Dr. Smith's purpose was not to belittle the value of arithmetic, but to emphasize the true value of music in the educational process by comparing it with arithmetic—a subject regarded as very important by nearly everyone, except, perhaps, a fifth grade youngster who is being introduced to fractions.

As the realization of the possibilities and the importance of music has increased, its activities have correspondingly expanded, and today instruction in instrumental music is included in nearly every system. Orchestras and bands, originating informally as social or athletic stimuli, have proved their utility and desirability to such an extent that they have become leading factors in school life, and have made astonishing progress in instrumentation. The objective of these organizations is not primarily to produce beautiful effects through the medium of the young people, but rather to bring richer appreciations and experiences and inspirations into the lives of the participants. Such activities, combined with the speed, accuracy, concentration, and self-reliance involved, develop the individual to become a perfect unit of the group, and throughout all, releasing in him ennobling, enlightening thoughts through contact with the beautiful. Then, too, the influence of the instrumental movement on the "use of the margin" is one of its greatest functions. Habits of recreation formed early in life are the habits on which later recreational life depends, and it is the duty of the public schools of America to furnish the youth with an avocation—an esthetic diversion as a relaxation from strenuosity. In addition, if the secondary schools are to function as vocational guides, they must provide for the citizen of tomorrow an adequate foundation upon which to build, should he desire to continue music professionally; they must prove the impetus, the inspiration, that one day will enable him to take his place in an All-American Symphony Orchestra.

SENIOR HIGH SCHOOL ORCHESTRA, REVERE, MASSACHUSETTS

A visit to the instrumental department of the Revere public schools would disclose the High School orchestra working for esthetic and interpretive effects in the works of Brahms, Grieg, and Tschaikowsky; a string quartette handling the Bach-Gounod "Ave Maria" and

the "Spanish Dances" by Moszkowski, and such an efficient, intelligent, happy group; loving, appreciating, participating. A band, sponsored recently by local organizations, is under expert direction, and the discipline and routine of the practice show great promise of achievement. Junior High School orchestras and ensembles and the establishment of definite violin classes throughout the city are additional features of



TOY SYMPHONY, LOUIS PASTEUR SCHOOL, REVERE, MASSACHUSETTS

the work. The Toy Band, Kindersymphonie, or Toy Symphony, functioning in the primary grades, is not designed to be a show-off affair, but an educational institution for the development of rhythmical response to the rote song, the piano, or the talking machine. Three of the intermediate teachers maintain most successful Ukulele Clubs, and there are several thriving Harmonica Bands throughout the city —all of which provide for the evolution of an orchestral consciousness.

A systematic tabulation of the academic standing of members of the High School Orchestra for the school year ending May 1, 1926, showed a most satisfactory situation. Of fifty-four members, twenty-nine were honor students, and there were but three cases of unsatisfactory work. Orchestral training does not foster the one-track mind, but rather appears to stimulate the superior academic effort.

There is another feature which is essential to the upbuilding of a good instrumental system, and that is the gaining of the co-operation and friendly interest of the people of the community. This can best be done by permitting the band and orchestra to be of practical service to them, furnishing dignified and effective music, appropriate to the occasion, and worthy of the department. Not only is this stimulating from a service viewpoint, but it offers the most direct expression of good citizenship to the participants.

There has taken place in education a great and significant transition from the time when

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"The present need for the schools to do more in character training has caused a strong demand that it be given a definite place in our course of study" writes Edward W. Stitt, Associate Superintendent of Schools of New York City.

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My BOOKHOUSE was the first work of its kind to make ethical influence a basis of selection. It is now used in hundreds of class rooms in correlation with the regular work and as the principal of one high school says "It has proven itself invaluable. Teachers refer to it and pupils constantly call for it."

Teachers especially will be interested in the grading of both selections and illustrations in My BOOKHOUSE as described in the booklet "Right Reading for Children." A copy sent free on request.

The BOOK HOUSE for CHILDREN

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My BOOKHOUSE

In the Nursery—Up One Pair of Stairs—Through Fairy Halls—The Treasure Chest—From the Tower Window—The Latch Key

music was considered a remote and technical and recreational study, quite out of relation to the rest of our intellectual life, until today, when we stand ready to offer to our students advantages and equipment that increase in valuation as the years advance. If the music department of the public schools continues to exert its refining influences, and if, in the words of the late Charles W. Eliot, president emeritus of Harvard University, "music must function in the life of every human being, who means to be cultivated, efficient, and rationally happy," then may we look beyond the horizon to a vision of America—not merely an industrial and commercial nation, but America, softened and idealistic, leading the world in ethical, intellectual, and musical culture.

Personal and Professional

MRS. MARY PRAG, a member of the San Francisco Board of Education ever since the reorganization of the system. Her present term will not expire till 1930. Mrs. Prag had been a teacher in the city for fifty years when she retired in 1920. She was vice-principal of the Girls' High School, and was head of the department of English. In all those fifty years she was a professional leader in the city. That which gives her special distinction, however, is the fact that her daughter, Florence Prag Khan, is Congressman from the San Francisco Congressional District, and won renomination in the recent primaries. Congressman Khan was a teacher in the city prior to her marriage. Mrs. Prag is one of the most important members of city Board of Education, being a chairman of the committee on "Personnel," a new creation and the most important of all committees in the establishment of professional standards for teachers who come into the system.

MRS. GRACE C. STANLEY, dean of women at the Arcata State Teachers College, California, with President Ralph W. Swetman, is one of the most appreciated professional women of the state. For several years, as superintendent of San Bernadino County, she was recognized as eminently efficient and as Elementary State Commissioner of Education she stood for sanely progressive service, and in her new position is setting a noble pace in the inspiration of student teachers.

WALTER R. HEPNER, who succeeds William J. Cooper as superintendent at Fresno, California, has been high school principal for a relatively brief time, but he was a high grade specialist in the Fresno system, brought from the East to promote notable professional improvement. The appointment has been highly acceptable to the schoolmen of the state.

MRS. CLARA E. GABLE, Chappell, Nebraska, superintendent of Deuel County, is very alive, professionally and civically. Her Teachers' Institute is always dynamic. Orson Ryan of Logan, Utah, speaks in exuberant praise of her leadership. In her institute program she says: "These meetings are full of action and doing. Come with your coats off and your work shoes on. Don't plan anything else for these days. You will be kept happily busy all of the time. The work this year will centre around 'Animals or Living Things.'" By the by, Orson Ryan is one of the most wholesome and inspiring men on the institute platform.

EDWIN B. HALE, prominent Boston lawyer, who died recently, received unusual professional honors by the presence at the funeral of a committee of the Boston Bar Association, consisting of leaders of the Boston bar. My personal interest in this is the fact that Mr. Hale was principal of the Newton, Massachusetts, High School when I was principal of an elementary school, and his comradeship was a rare privilege. I recall his discussion of the risk of leaving what was then a large salary, and venturing on an uncharted sea. When he became eminent in the legal profession he smiled to think of his hesitancy.

FASSETT A. COTTON, Flagstaff, Arizona, who has done a noble work for the State Teachers College of Northern Arizona, has had an exceptionally useful official and professional career. As county superintendent in Indiana he nationalized himself by the quality of professional leadership as well as by the vast amount of direct supervision. It was this personal devotion and rare achievement in country life development that made him state superintendent, in which office he rendered the same intensive personal service as in the county office, giving him a place in the front rank of state superintendents. In the State Teachers College, in La Crosse, Wisconsin, despite the fact that the institution was only a few miles from Winona, Minnesota, with one of the oldest teacher-training schools of the Northwest, and hedged in by the Wisconsin State Normal Schools of River Falls and Eau Claire, he rendered notable professional service for the state. In Arizona he immediately identified himself with the various interests of the northern section of the state and with the educational interests of the state at a time when his experience and personality signified much.

Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

The Light About Our Feet

THERE was once a wise king dwelling at the Ends of the World, who had two sons, the pride of his heart and the light of his eyes. One day he called these two sons before him and said to them:—

"Go out today into the forest of Daily Life. Enter by the Young Road and travel on until you come to the Old Road. Follow that and before long you will come back to this palace, where I shall be waiting for you."

The two princes set out at once, traveling side by side down the winding trail that led into the deep valley and the heavy woods, where darkness hung under the trees like silken veils. Curiously enough as the princes walked on, a golden circle of light surrounded their feet.

Now the first prince was fearful of the darkness around him and kept looking away to the right and to the left, and then back to the right again, and as he looked he saw horrible things happening in the gloom. Serpents coiling on branches reached down their open jaws to strike him. Monsters that filled him with dread crept close to the road as though to spring upon him. Clouds of queer insects hummed about his head; chasms opened to the left and to the right from which he shrank in terror.

The other prince was either not afraid of all these terrors of the dark or he did not see them, for as he walked he kept his eyes within the golden circle of light about his feet. Every now and then he stopped and picked a beautiful flower, or found happiness in the song of a bird who flew into the light about him, or he passed a cheery greeting to another wayfarer who came by.

At last the two princes came to the Old Road and saw the castle of their father far on a hilltop like a golden cloud. And no sooner had they placed foot on the Old Road than the darkness lifted and everything became bright as day.

Then said the first prince: "What a dismal journey. Did you see all those dreadful worries, those awful cares, those fierce fears, those terrible might-happens, that followed us all through the woods?"

Then the other prince looked up in surprise. "Were all these beasts about us?" he asked. "I didn't see one of them. I was so busy watching the interesting and beautiful things that happened right around me in my own circle of light that I must have overlooked the things you saw."

When the two princes came at last into their father's presence he looked sadly at the first one, and said: "You have made your journey a sad one through useless worry."

Then he turned to the other prince and said: "But you, my son, found happiness in the light about your feet."

The Gold Mine

I HAVE just discovered a gold mine far up on the side of a hill. The yellow glistening ore can be seen almost a mile away. I imagine by this time other people have discovered it too, but I doubt whether there will be any trouble over the right to dig. You see, girls and boys, it is one of those gorgeous gold mines that open up, almost over night, on the tops of hills, in misty valleys, and along winding rivers all over the country side. Wherever there is a maple tree why there also is a gold mine, on which the metal is beaten out into delicate leaf-shaped flakes and hung on purple twigs to dance and glisten in the sun.

My own gold mine is a mass of this flaky leaf-like gold. It shimmers and glows like a fairy's dream of paradise. Each morning, as I come out of my house, I mine a little. I take as much as I can carry and spend it all day long in buying happy thoughts and joyous memories.

I firmly believe each girl and boy should have a gold mine of this sort; some particular gold mine from which to dig all kinds of pleasant things. Some people mine a yellow gold which is so hard that if made into a hammer one could drive a nail with it; but the gold of my maple tree can never be made into any thing but spirit things; but what wonderful spirit things it can be beaten into; little happy thoughts; golden notes of birds that have flown away; little golden laughs of children that once played under the violet boughs; golden memories of warm fall days; golden memories of misty, moon-filled nights, and a hundred other spirit things that help to decorate the spirit house one lives in. Moreover, each flaky leaf is a coin stamped with the signet of a great wise King, and worth its face value in any heart on earth. These golden coins have a real value, too, that far exceeds the value of any other coin on earth, for with them you can buy, a whole afternoon of sunlit pleasure; a tender memory, and that choicest of all blessings, happiness.

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So girls and boys, go prospecting today, out onto the sunny hills! Locate your golden mine and store up in your soul the golden ore that moth cannot corrupt nor thieves break through and steal.

The Man Who Knew No Fear

THERE lived in a great empire a man who would not fear. Men talked of him in whispers not because he visited destruction upon his enemies but because he went his own way clothed only in the armor of his high courage and armed only with the weapon of his unbreakable will. "Who is this man who will not fear?" asked the wicked king of the country. "His name is Simon," said a servant, "and he lives in a castle on a mountain peak beyond the valley of the doubters." "Bring him before me," said the king. "We shall see whether there is born a man who will not fear." When Simon came before the king he was clad only in a loose tunic. In his hand he bore a traveler's staff. "Where is your sword?" asked the king. "Strapped to its scabbard on my soul's hip," said Simon. "Mighty is its stroke." "And your horse?" asked the king. "My soul is even now astride of it," said Simon. "Mighty is its strength and speed." "And your armor?" said the king. "Guarding my soul," said Simon. "Mighty is it, made of plates of such hardness that no lance can pierce it in any place." "Nonsense," said the king. "You are a fool. I shall have you whipped till you cry out with fear." "No lash can touch me," said Simon. "Your majesty but causes needless trouble." "Whip him!" cried the king in anger. Under the lashes Simon stood as though he felt no pain, but a great fear crept with every blow over the soul of the king himself, and the people looking on, grew angry, and clenched their fists, and loosened up their knives. "Enough," cried the king. "Have you no senses?" he asked of Simon. "No lash of yours," answered Simon, "touched the substance of my soul." "Throw him into the den of the wild beasts," cried the king. "There he will know fear." But Simon stood in the midst of the beasts and quelled them with his eye, and drove them before him, and again the king trembled, and the hearts of the people grew hot with anger. "Burn down his castle," cried the king, "then he will know fear." But Simon stood on a distant hill and watched with calm face the flames devour everything he loved. "Out of dust came all the towers and turrets of my castle," said he, calmly. "Whether they return today or tomorrow, what matters it?" and the king, hearing his words, trembled till his sceptre shook in his hand. At the same time a great murmur rolled up from the angry throats of ten thousand people. "Slay him," cried the king. "Perchance the sight of death will make him fear," but Simon walked calmly to the hill on which the great cross stood, and held out his hands to meet the nails. "Drive strong and true," he said to the executioners. "Fear not, for you do me no harm," and hearing the words the king was stricken with a terrible fit, and frothed at the mouth and rolled his eyes, and fell over backwards, dead. Seeing all this the people surged forward and lifted Simon high upon their shoulders and carried him into the king's palace, and set him upon the throne. "Rule over us," they cried. "You of the mighty soul. Free us, too, from fear, from the tyrant's grasp, the terrors of the dark, the dens of the wild beasts, the fear of consequences, and the dread of death." "There is One," said Simon, "whose kingdom is not of this world. Follow Him even as I follow Him, and mortal ills shall have no power over you. Because you live too much in the kingdom of the flesh, the flesh frightens you. In the kingdom of the soul there is no terror and no dark."

Guarding Against Frosts

FROSTY nights have come down across the world. Summer is at an end and nature is getting ready for its long winter sleep. When the sky is blue, clear and no wind blows, then, under the silent moon, the white frost steals out over the fields, closing the starry eyes of flowers, crumpling the green leaves and stilling the cheerful chirpings of the little crickets.

Along the south side of a stone wall I have some beautiful nasturtiums. The leaves are green and round and the blossoms lovely to behold. The plants are just in the height of perfect blossoming. It seemed a shame to let the icy fingers of the frost destroy them, especially when I knew that warm, balmy days would come again before the first snow flew. Each evening, therefore, I spread a light cloth over the nasturtium bed. Each morning I remove it. The frost may gleam on the grass near at hand but it never reaches under the cover I have spread. My nasturtiums are still in blossom, glowing like little golden fires.

Now, girls and boys, frosts fall upon our spirit world as well as over the world we see about us. We must be on our guard. The beautiful blossoms of the soul, sweetness of character, purity of thought, freedom from envy, wither and die at its very touch.

An evil word, falling upon our ears, spreads a deadly frost upon our souls. We can save our treasured blossoms by refusing to listen to it.

An evil sight falling upon our eyes chills the sweetness in our hearts. We can keep ourselves from harm by refusing to behold it.

In this way, despite the falling frosts, we can keep the garden of our souls in perfect blossoming by spreading over it the shielding mantle of our watchfulness.

The Selfish King

THERE was once a king in a country called HIS OWN LIFE. This king was always getting into trouble, for he had a quick temper and a sharp tongue. He was selfish, also, and spent a great deal more time trying to make himself happy than he spent trying to make others happy, with the usual result that he was most unhappy all the time. Now the king had a wise councillor to whom he rarely listened. This wise man loved the king and was sorrowful when the king was sorrowful and glad when the king was glad, but when he tried to give advice he met with anger and harsh words, so he learned at last to hold his tongue. One morning, when the king was in an unusually ugly mood, he came upon the wise man perched upon a rock outside the king's window, industriously chipping away the hard stone. The king was interested. He retired to his room and from behind drawn curtains watched the wise man labor. The day passed and the night came and still the wise man toiled on by the light of a torch that made his humped over body cast queer shadows on the ground below. With the new day the king found the wise man gone. He had fled, so the guards said, on the fleetest horse in the king's stable. Then a great curiosity overcame the king, and he went out to the rock and bent over it. There chiseled in stone were the following words:—

"What a happy day today will be,
if you and I make it a day of pleasant smiles;
if you and I really try to help each other in any way we can;
if you and I say to each other only kindly things;
if you and I make our whole day a song;
if you and I so live that at the day's end we leave behind no aching heart, no unkind word, no frown, no lazy hour;
then, when the night comes and the evening star, happiness will come, too, and heaven will fold protecting wings around us until the new day breaks."

I am sorry to say that when the king read these words he yelled "TREASON!" at the top of his voice, and ordered a whole troop of cavalry to pursue the wise man and put him to death.

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EDUCATION IN ACTION

Australian Debaters To Meet 30 Colleges

It has been announced that the debating team of the University of Sydney, Australia, will debate in thirty American colleges and universities in a tour of this country starting October 15. The team lands in San Francisco early in October. The team's suggested list of subjects include these propositions: That the world has more to fear than to hope from science; that the world owes more to poets than to politicians; that the development of the cinema is a threat to the national welfare; that civilization is a failure; and that democracy has failed.

Will Prepare Reader For Maine Schools

A supplementary reader for public schools, dealing with the geographical aspects of every town in the state, will be prepared by the Maine Writers Research Club. Mrs. Stella White of Houlton is chairman of the committee in charge. The club has published two books now in use in the schools, one dealing with the history of Maine, and the other giving biographical sketches of its people.

Welcome Is Extended Kosciuszko Students

Eight Polish students, two of them women, who comprise the first group that will study at American universities under scholarships of the Kosciuszko Foundation, were welcomed upon their arrival in this country at a dinner by Dr. Henry Noble MacCracken, president of Vassar and the Kosciuszko Foundation. He said the foundation by international exchange of students and in other ways would be an important factor in building up practical application of American ideals among the 3,000,000 Poles in this country and the 30,000,000 in Poland.

Modern Medical Practice Familiar to Hindu of Old

Hindu scholars have found evidence in the ancient literature of their country, that many of the modern discoveries in medicine and surgery are really lost arts—arts that had been known and practiced by the Hindus thousands of years ago. Vaccination, anesthesia and antiseptic surgery are supposed to have been practiced among the Hindus of that time. In the medical portion of an ancient work known as the "Science of Life," may be found elaborate articles on surgery, diseases of the head, constitutional disorders, nervous diseases, children's diseases, antidotes for poison, personal hygiene and the preservation of vitality. Hindu physicians, 2,000 years ago, it is said, used the same general methods of diagnosis employed today.

Young People "Muddling Through"

Mrs. Lucy Jenkins Franklin, dean of women at Boston University, recently declared that young people of today are generally unhappy. "They seem to be on pleasure bent," she asserted, "they seem to be socially and sometimes morally plunging, when in reality they are trying to rid themselves of being bored. They are groping for something real, true, tangible and challenging in life. Just now they are 'muddling through.' It is the young-old father and mother who educate and re-educate themselves in order to understand their children, who keep the confidence of their children at whatever cost to their prejudices. It is this group, that I like to call 'the rising older generation,' with their vision of the 'Glory of the Imperfect' and their toil in the continuity of contact with youth, which will lead us safely through the years just ahead."

Prince of Siam Arrives at Harvard

Prince Asani of Bangkok, grandson of a former King of Siam, has arrived at Harvard, where he enrolled as a freshman. The Prince, who is nineteen, plans to study medicine. He was accompanied by Dr. Francis B. Sayre, son-in-law of President Wilson and formerly legal adviser of King Rama VI of Siam. Dr. Sayre, who is a professor of law at Harvard, returned with Prince Asani after serving in an advisory capacity to King Prajatipoki of Siam this summer.

College Boys Try Big Hotels

A group of students returning to Columbia University in New York City found that their rooms, which were being renovated, were not ready. "You will have to go to hotels," they were told, "and the university will pay your bills." They were advised to select hotels near the campus, but they didn't. It seemed to many of them the chance of a lifetime and several hurried down to the Ritz-Carlton, the Plaza and the Commodore, where they passed two nights. The students returned to the campus the third day and presented accounts of $12 a night. The university is said to have paid the bills, but also to have impressed upon the students that there are other hotels than the ones they used. Several students who lacked imagination passed the two nights on cots in the corridors of a dormitory.

High School Girls Will Wear Uniforms

There will be no silk hosiery and short skirts for the girls of St. Simon's (parochial) High School of Ludington, Mich., this year. Instead all girls of the school must wear uniforms, according to an order by the Rev. James A. Golden. The plan was tried last year, although it was optional. Many of the girls appeared in uniforms. "It will mean less expense to the parents, who are sacrificing to put their girls through school," said Father Golden. "It will make also for modesty and result in better work, I am certain."

To Provide Fund For Higher Education

Approval has been made by the Sovereign Grand Lodge of the Independent Order of Odd Fellows of a recommendation of its auxiliary, the Rebekah Assembly, providing for a fund to defray the cost of higher education for any child of an Odd Fellow or member of the Rebekahs desirous of a college education. The action was said to affect more than 1,000,000 children, and a committee will be appointed to draw up plans to carry the new educational provisions of the order into effect.

Biographical History For Ontario Schools

A new history textbook, to be used in the public schools of Ontario, will be largely biographical. Speaking at the Canadian National Exhibition, Howard Ferguson, Premier of Ontario and also Minister of Education, outlined the views and aims of his government. "I doubt," he said, "if in the past we have paid sufficient attention to Canadian history. We propose to compile a textbook along biographical lines. Biographies of the men who built Canada form the best history of Canada. Through that medium we can infuse into boys and girls a knowledge of the greatness of their country."

Open School of Tropic Medicine

Formal ceremonies marked the recent opening of the School of Tropical Medicine of the University of Porto Rico, in San Juan, founded under the auspices of Columbia University as the first school of its kind in the American tropics. Dr. William Darrach, dean of the medical faculty of the College of Physicians and Surgeons in New York, speaking for Columbia University, pointed out that the tropical medical research work begun here more than twenty-five years ago formed a valuable asset for the new school.

Most Would-Be Authors Fall by the Wayside

"Where are they now?" Dr. Blanche Colton Williams has instructed 3,000 would-be writers in the art of the short story during her twelve years at Columbia University. When she was asked the foregoing explicit question as to the fate of the aspirants she merely laughed. "Fortunately, or unfortunately, I don't believe there is a magic formula for short-story writing, which could be imparted at so much per head. I know that about one-half of one per cent. of my students are likely to succeed in a big way. I tell them so on the first day of the term. As pupils I have comfortable suburban matrons and restless society women, army officers and school teachers, actresses, social service workers and business men. Short-story writing they find hard work and many of them drop by the wayside. Earning a living is difficult and precarious. The majority of people have to earn their living. So they succumb to the lure of a steady job."

Youngest Opera Star Sings to Aid Others

Marion Talley, youngest member of the Metropolitan Opera Company, has repaid in part the obligation owing her Kansas City friends who helped her to win success, by singing at a benefit in Convention Hall in Kansas City. All expenses were assumed by Miss Talley, and the proceeds of $11,505 will go toward a fund for educating young musicians of the city.

Dr. Hetzel Elected Penn State President

Dr. Ralph D. Hetzel, for nine years president of the University of New Hampshire, has been elected president of Pennsylvania State College. He succeeds Dr. John M. Thomas, who resigned about a year ago to become president of Rutgers. Dr. Hetzel was recommended to head Penn State by the committee on selection, and his election was by unanimous vote of the board of trustees. His acceptance of the position has been received and he will assume his new duties in January. Dr. Hetzel is forty-three years old and was graduated from the University of Wisconsin in 1906. Before going to New Hampshire he was a member of the faculty of Oregon State College.

Yankee Students Find Oxford Odd

Rhodes scholars, thirty-two of whom have sailed from America this year to take up their studies in the different colleges which make up Oxford University, will find themselves under strict rules that will remind them of preparatory school. They must be within college walls by 12 o'clock every night. They must go to chapel. They are not supposed to play tennis or golf during the morning. There are rules against shooting pigeons or rolling hoops in the High street and against owning racing cars. Attendance at classes is not compulsory. Once a week the Oxford undergraduate calls for an hour on his tutor and reads a paper he has written, but this is the only required work. Lectures have a bad name at Oxford and the man who attends too many is thought to be holding his nose to the grindstone. A severe penalty is incurred by students caught attending public dances. The latest is a law against going up in airplanes.

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TREND OF THE TIMES

Grand Army Men Refuse to Disband

"The men of the Grand Army of the Republic have another decade of vigorous activity ahead of them." This was the reply of Commander-in-Chief John B. Inman of Springfield, Ill., to reports that the national encampment of Civil War veterans in Des Moines would be the last. The veterans are dying at the rate of 17,500 a year, but Mr. Inman believes the annual parade in 1940 will be "an impressive sight." "Even when the annual encampment is composed altogether of centenarians," he said, "they will form more than a corporal's guard." More than 5,000 veterans attended this year's encampment, while auxiliary organizations sent about 45,000.

400,000 Miles of Tourable Highways

Driving twelve hours a day at the average speed of thirty miles an hour, an automobilist could cover the tourable highways in the United States and nearby Canada in three years and sixteen days. This estimate is based on the 400,000 miles of highway catalogued in a current automobile guide book. Yet when the "horseless carriages" first appeared thirty years ago it was a problem to find roads on which they could run. "We are riding up the crest of the third renaissance of American road building," says a bulletin of the National Geographic Society. Mound builders, the mysterious vanished tribe in the Mississippi Valley, had the first roads that were built in North America. The second high point in highway construction was the rise of trucking roads to serve the nation expanding westward, the bulletin explained.

Membership in Labor Organizations

American labor organizations had a total membership of 4,443,523 in the middle of 1926, according to a survey by the United States bureau of labor statistics. Of this number 3,383,997 members were in organizations affiliated with the American Federation of Labor and 1,059,526 were in independent organizations. Nearly a half million of the total membership was made up of "white collar" workers, so called. Policemen are conspicuously absent. One of the most powerful and thoroughly organized unions in the federation is the American Federation of Musicians, the jurisdiction of which covers professional players of musical instruments. It has a membership of 125,000. In the public service there is the American Federation of Teachers, an affiliated union with a membership of 3,500 public school teachers.

Most Dangerous Speed Found

For many years Dr. Eric Gardner, of Weybridge, England, has been keeping tab on automobile accidents. He has come to the conclusion that forty-five to fifty miles an hour is the most dangerous speed for motorists. When an accident occurs while a machine is going eighty or ninety miles an hour, the persons in it usually escape with a few bruises. This, says the doctor, is due to the fact that a person's body in such cases is generally thrown with such force that it "skips" and rolls along the ground. But when the auto is going forty or fifty miles an hour the riders are more likely to be tossed up in the air in such manner that they land on their heads.

Every Ninth Person Hurt Each Year

One person in every nine in the United States meets with an accident every year, and one out of every ten deaths is chargeable to accidental causes, according to an analysis of a newly completed survey made by officials of the Reconstruction Hospital in New York City. The survey figures show that upward of 12,000,000 accidents occur every year in this country, twenty-three every minute and 1,380 every hour. There are between 2,500,000 and 3,000,000 industrial accidents every year, resulting in an economic loss, computed on the basis of a day's wage of $4, of considerably more than a billion dollars. Applying this same ratio to all accidents in the United States would make an economic loss annually of more than $5,000,000,000.

Bank of France Moves Against Gold Hoarding

The Bank of France, acting under authority recently given it by the Senate, will begin buying French and foreign gold coins at a rate approximating their exchange value. The French twenty franc gold piece heretofore has been exchangeable only against twenty paper francs. Strangers have been astonished to find the gold piece in this country worth $3.86 and in France only about sixty cents. The Bank hopes to obtain some of the $375,000,000 worth of gold hidden in France by this purchasing of gold coins. The Bank by offering 130 paper francs for a twenty-france gold piece recognizes formally the depreciation the franc has suffered.

To Discuss Rigid Pharmacy Tests

Failures of pharmacy college graduates in state board examinations are so numerous that the gap which is said to exist between colleges and boards will be publicly discussed at the next meeting of the National Association of Boards of Pharmacy and the National Association of Colleges of Pharmacy at Philadelphia. M. N. Ford, president of the National Association of Boards, declares that in spite of more than fifteen years of effort on the part of the boards and schools, there is still a wide divergence, in many instances, between the college courses and board examinations as shown by the failure in board examinations of altogether too many college graduates with the ink scarcely dry on their diplomas.

Men Flock To Monasteries

Discouragement among the French due to unsettled conditions following the war is exemplified in the rush of men from every rank to the monasteries. Many enlist as monks for indefinite periods and many others for life. The monastery on a Mediterranean island two miles from Cannes has not had a vacant cell for eighteen months. It is the first time since 1720 that it has been full.

Survey Indicates America Movie-Struck

A new survey of the film industry shows that 130,000,000 "fans" attend movie shows each week. As this is more than the nation's total population, several million people must go more than once a week. Admissions collected totaled $700,000,000. More than $1,500,000,000 is now invested in this industry which employs 500,000 persons. If press agents are to be believed, a select few draw salaries of $500,000 a year. However, only a few stars and noted directors draw big pay. They are paid "per picture" and not so much per week, per month or per year. The average salary of a movie actor is less than that paid on the speaking stage. And still Hollywood is crowded with would-be screen stars.

The BOOK TABLE

ELEMENTS OF BUSINESS TRAINING. By John M. Brewer, Harvard University, and Floyd Hurlbut, Bay Shore, New York. Cloth. Illustrated. 272 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Dr. John M. Brewer, director of Vocational Guidance, Graduate School of Education, Harvard University, is generally recognized as the best authority on advice and counsel of young men and young women who wish to market their education which must culminate in the high school. While this textbook deals attractively and forcefully with the details of various occupations, trades and semi-professions, the most distinctive service is in the four closing chapters on "Securing a Position," "Promotion and Advancement," "The Road to Success" and "Character and Success."

The book offers very definite training in a number of the more elementary phases of business about which the young worker is expected to have some knowledge, and in the practice of which he may to advantage acquire considerable skill before he takes a position. Large numbers of young people enter offices as errand boys and messenger girls. The more alert and promising of these young people are then promoted to better positions in the organization. This book aims to give these junior workers an opportunity to acquire information and skill which will be of immediate use to them in their first positions and which will be particularly useful to them in pointing out how they may best prepare themselves for promotion. He is given much information regarding the opportunities for promotion. The varied practice which the pupil acquires should give him an excellent basis for the choice of a career in business. Even if he has no intention of entering business, the information which he will acquire regarding how business is conducted cannot but be of value to him.

EDUCATIONAL HYGIENE. By Lawrence Augustus Averill, Ph.D., State Teachers College, Worcester, Mass. Cloth. 546 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

In France the birth rate has dropped tragically, but the population has increased as greatly as the birth rate has decreased. The reason is the greater and better attention to the health of children. Wherever reliable statistics are available there is demonstration that the emphasis on health, especially in school, prolongs life. In North Carolina in twelve years the number of deaths was reduced seventeen thousand while the population had greatly increased. When life is prolonged into the years above twenty it becomes a tax paying asset directly and indirectly. Even the prolonged life of a child above six years of age is a tax paying asset, for every dollar spent for food and clothes, for amusement or luxuries, pays taxes through grocers, provision dealers, doctors and dentists or some one else.

The World War, with its tremendous human as well as material losses, gave a new impetus to health work and to health teaching in the schools, not only in the United States, but all over Europe as well. In our country much of the misguided opposition to a health program in the schools that had disturbed us before 1914 has since been silenced, and progress in health work and health teaching will be made now in a decade that probably would not have been made in twice that time had the war not taken place. Health leagues and clubs have been formed generally among the pupils in schools. The Junior Red Cross, Scouts, and similar organizations have grown rapidly in membership and influence, health codes for children have been formulated and enforced by the young people themselves, health clinics have been organized and supported, safety and first-aid education have been given a new significance, "better health weeks" have been observed, the school nurse and health and development work have been added to a large number of school systems, school feeding has been established, and extensive community-health programs have been instituted and carried through. Still more, many health readers and elementary textbooks on health have been prepared for use by school children, and adapted to work in almost all the grades, while courses in health teaching have been added to the outline of instruction for nearly all our school systems. We might almost say that the new health program, so far as public education has been concerned, has been concentrated largely on children in schools, with some extension into the homes through nurses, visiting teachers, and the children themselves.

"Educational Hygiene" will find a warm welcome because it utilizes all skill in bookmaking, scientifically and inspirationally, and gives something new and appealing for teachers in health promotion.

THREE PLAYS. By Luigi Pirandello. Cloth. ix+233 pages.

THE OUTCAST. A Novel. By Luigi Pirandello. Cloth. 334+ pages.

New York: E. P. Dutton and Company.

One of the most interesting and important aspects of American literary activities since the Great War has been the publication of innumerable translations from the contemporary literature of the Continental European countries—France, Spain, Italy, Germany, Russia, the Scandinavian countries, Poland. Not that there had not been a considerable amount of such translation before, because there had (Spanish novels in the "Golden Nineties," for example); but simply that the range and extent of such translation has increased enormously in the last ten years. Particularly is this true of France, Spain, and Italy. The vogue of Anatole France and Blasco-Ibáñez has helped their brother-writers of France and Spain to obtain a hearing, while the colorful d'Annunzio has undoubtedly prepared the way in part for younger writers among his compatriots. The Nobel Prize for Literature, which in recent years has gone to Spain, France, and Poland, has also served to bring Continental writers of the first rank to the notice of the English-speaking world. In the active forwarding of this movement in a practical way the publishers of the volumes under consideration have played a leading part. Their list contains numerous translations, especially from French, Spanish, and Italian.

The noteworthy popularity here of Papini's "Life of Christ" has rather obscured the merit of a writer of at least equal worth, Luigi Pirandello. His work as novelist, short story writer, and dramatist entitles Pirandello to a very high place. In "The Outcast" we have a strongly realistic picture of the effects of unjust suspicion, set in the background of life in a small Italian town, and absorbing in the vividness of plot and telling alike. The translation is by Leo Ongley, who has done some excellent work as translator from French and Italian. In "Three Plays" we have first a comedy in three acts, "Six Characters in Search of an Author," which has enjoyed great success when presented on the boards in New York—a bewildering mixture of the real and the imaginative, a dramatic working-out of relativity. The second play is a three-act tragedy, dealing with a madman who thinks himself to be the emperor Henry IV, he who "went to Canossa."

The last play is "Right You Are (If You Think So)", a "parable" in three acts. The title is the translator's adaptation of the Italian title "Così è, se vi pare"; Ludwig Lewisohn suggests Shakespere's "As You Like It," while Dr. Isaac Goldberg amends this suggestion with "As You Think It." The translations of the first and second plays are by Edward Storer, of the third by Dr. Arthur Livingston, one of the best and most scholarly of our translators. Livingston has also provided a brief "prefatory note" on Pirandello and the three plays.

The publishers also announce two other volumes by Pirandello—a novel, "The Late Mattia Pascal," and "Each in His Own Way, and Two Other Plays."

THE HUMAN INTEREST LIBRARY. Vitalized Knowledge. Volume I, The World Wonder; Volume II, Popular Science and Industry; Volume III, Our Country in Romance; Volume IV, Old World Travelogues; Volume V, Leaders of All Times. Each volume profusely illustrated. Chicago: The Midland Press.

These five volumes present a vast amount of information admirably classified, as the titles of the volumes indicate. The classification within the volumes is also skilfully made. For instance, in Volume I, the sections are: "Everybody's Wonder Book." "Book of Our Own Life." "Book for Parent and Teacher." "The Children's Own Book." In Volume II the sections are "Book of Earth and Sky," "Book of Nature," "Marvels of Modern Mechanism," "Book of Engineering and Industry." The special distinction is the fact that nothing is arranged alphabetically, everything by subject, everything is popularized for easy reading by children and busy people, and everything elaborately illustrated. Volume V classifies the biographies as Epoch Makers of History, 166 pages; Great Americans, 172 pages, following with "The World in Outline," thirty-three pages. Volume IV not only has "Old World Travelogues," 288 pages, but "New World Travelogues," forty-seven pages, dealing with Eskimos, Mexico, Canada, and South America. There is also "Geographical and Historical Outline of the World." Volume I is an especial appeal to parents and to children in the home. Not only do the subjects appeal to parents and teachers, but the presentation is focussed for magnifying human interest, the slogan of the books. Indeed everything in every volume is selected and presented to emphasize human interest.

Books Received

"Self Direction and Adjustment." By Norman Fenton. Yonkers, New York: World Book Company.

"The American Twins of 1812." By Lucy Fitch Perkins. Boston: Houghton Mifflin Company.

"Blueprint Reading." By Drew W. Castle. Peoria, Illinois: The Manual Arts Press.

"Across Borderlines." Compiled by Florence B. Boeckel. Washington: National Council for Prevention of War.

"Daniel DuLuth." By Everett McNeil.—"Little Lucia's School." By Mabel L. Robinson. New York: E. P. Dutton and Company.

"Education: The Basis of Democracy." By H. H. Cherry. New York: D. C. Heath and Company.

"Children's Interests in Reading." By A. M. Jordan. Chapel Hill: The University of North Carolina Press.

"A Treasury of Verse for School and Home." Selected by M. G. Edgar and Eric Chilman.—"Stories of Swiss Children." By Johanna Spyri.—"Descriptive and Narrative Projects." By D. David Ferguson.—"Eveli and Beni." By Johanna Spyri—"Famous English Books and Their Stories." By Amy Cruse. New York: Thomas Y. Crowell Company.

"Minimum French Vocabulary Test Book." By Charles F. Ward.—"Conduct and Citizenship." By Edwin C. Broome and Edwin W. Adams.—"Gifted Children." By Leta S. Hollingworth. New York: The Macmillan Company.

"The Teaching of Literature." By Charles Carpenter Fries, James Holly Hanford, Harrison Ross Steeves.—"Selecciones Poéticas." By Felipe Janer. New York: Silver, Burdett and Company.

"Needed Re-adjustments in Rural Life." County Life Conference Proceedings.—"Introduction to the Study of French." By Otto F. Bond. Chicago: The University of Chicago Press.

"Sex Education." By Philip Zenner. New York: D. Appleton and Company.

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After the Dance

Lucy—"Oh, Flora, I'm engaged."

Flora—"Who to?"

Lucy—"I don't know his last name, but he goes to college and he wore a black suit."—High School Forum.

Parental Candor

Sweet Young Thing (rushing in from bridge party, with attentive escort at hand)—"Oh, mother! I've just captured the booby!"

Mother—"Well, well! Come here and kiss me, both of you."—Topeka Daily Capital.

The Wonders of Science

A camera man, working for the educational department of a film company, met an old farmer coming out of a house in the town where he was working, and explained his presence in these words:—

"I have just been taking some moving pictures of life out on your farm."

"Did you catch any of my hired men in motion?" asked the old man curiously.

"Sure, I did."

The old farmer shook his head reflectively, then said: "Science is a wonderful thing."

Beating Dad To It

"Halloa, Jimmy, where are you going?"

"I'm going home. Ma is going to spank me."

"But, why are you in such a hurry?"

"Because if I don't get home there soon pa will be in, and he'll do it."—The Progressive Grocer.

Revenge Is Sweet

Voice over phone—"How much is coal now?"

Dealer—"Eighteen-ninety a ton."

"Ha-ha! I gotta oil burner."—American Legion Weekly.

Worse and More of It

"How's yo' feelin's now, Sam?"

"Liza, I'se a sick man. De doctor says I'se got berkolosis."

"Dat's all right, Sam; we'll take keer of yo' an' get rid of dat berkolosis."

The following day Sam was more dejected than ever.

"'Taint no use, Liza; no use. I ain't never gwine to get well. De doctor say dis mornin' I got two berkolosis."—N. Y. C. Magazine.

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Phi Beta Kappa is the oldest Greek letter society in America. It was founded December 5, 1776, at William and Mary College, and had established chapters at Yale, Harvard and Dartmouth before 1800, says the Kansas City Star. It was originally secret and social in character, but gradually this was dropped and the fraternity became what it is today—an honorary society, membership in which is conferred at graduation or shortly before. To be chosen is a high scholastic honor. Women as well as men may belong. The Greek letters, Phi Beta Kappa, stand for "Philosophia Biou Kubernetes," meaning "philosophy the guide of life." The emblem is a small gold watch key.

Meetings To Be Held

OCTOBER.

12-15: Wyoming State Teachers Association, Casper. J. G. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-22-23: Vermont State Teachers Association Meeting, at Montpelier.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

22-23: New Hampshire State Association Meeting, at Manchester.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: Maine State Teachers Association Meeting at Bangor.

28-29-30: Rhode Island State Teachers Association Meeting, at Providence.

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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published weekly at Boston, Mass., for October 1, 1926.

State of Massachusetts, County of Suffolk, ss.

Before me, a Justice of the Peace, in and for the state and county aforesaid, personally appeared Isobel R. Lay, who, having been duly sworn according to law, deposes and says that she is the Business Manager of the New England Publishing Co., and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:—

Publisher—New England Publishing Company, 6 Beacon street, Boston.

Editor—A. E. Winship, 46 Shepard street, Cambridge, Mass.

Associate Editor—A. W. Belding, 277 School street, Watertown, Mass.

Business Manager—Isobel R. Lay, 60 Dartmouth street, Somerville, Mass.

2. That the owners are:—

New England Publishing Company, 6 Beacon street, Boston; A. E. Winship, 46 Shepard street, Cambridge, Mass.; Loella R. Winship, 46 Shepard street, Cambridge, Mass.; Laurence L. Winship, South Sudbury, Mass.; A. W. Belding, 277 School street, Watertown, Mass.; Isobel R. Lay, 60 Dartmouth street, Somerville, Mass.; Mrs. Alonzo Meserve, 87 Linden street, Allston, Mass.

ISOBEL R. LAY,
Business Manager.

Sworn to and subscribed before me this 1st day of October, 1926.

MYRON E. PIERCE,
Notary Public.

(My commission expires July 11, 1930.)

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